



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

A COURSE OF STUDY IN SPANISH FOR HIGH SCHOOLS

The outline of work in Spanish herewith presented is designed for the grades of the public school system known technically as 9B and 9A, 10B and 10A, 11B and 11A, 12B and 12A, or in other words, the first, second, third, and fourth years of high school work, each half-year being considered a grade. It is designed to take the place of a course drawn up by the writer about a dozen years ago and embracing the work of only two years—a course still in effect in the public schools of Chicago.

About a year ago the writer was requested by Mr. Shoop, then superintendent of schools, to draw up a more modern and extensive course of study, but being a normal extension teacher, he asked permission to commandeer the services of the regular class-room high school teachers.

Permission was given and various meetings were held. A report was finally formulated and turned over to Mr. Shoop. Ill health and the subsequent death of Mr. Shoop delayed the presentation of the report for adoption by the Board of Education. Certain legal entanglements as to the validity of tenure of the sitting board further complicated matters. The study of Spanish thus stopped at 11B (first half of third year) for the sufficient reason that there were no outlines of study authorized by the board.

In the meanwhile the business world has been clamorous for more Spanish, especially for commercial purposes. The prospects are strong that the course here given will be adopted in Chicago substantially as set forth. At any rate it might serve to show the result of a conscientious attempt on the part of Chicago teachers to produce an adequate and up-to-date curriculum.

PRELIMINARY

"The course of study embraces the work of four years in the high schools which are distinguished as 9B and 9A (first year), 10B and 10A (second year), 11B and 11A (third year) and 12B and 12A (fourth year).

"The work of the first two years is devoted to the acquisition of the language as a working tool. At the end of this period the pupil

ought to have mastered the fundamental grammatical structure of the language, to have acquired a considerable vocabulary of useful words, to be able to combine such knowledge in reasonably correct and fluent Spanish oral and written, and to understand the spoken language within the limits of his vocabulary.

"Beginning with the third year (11B) the work is divided into the Literary Course and the Commercial Course. The former is designed to prepare the student for further study at the university or at home. The Commercial Course is designed to prepare the student for business connected with Spanish America or wherever Spanish is the native language. It is believed that the latter course, embracing as it does a survey of the economic, social, and business conditions of Spanish America, combined with a similar study of existing conditions in the United States, would be extremely valuable for young Americans contemplating engaging in business in Spanish America.

"The outlines of the first two years of work are to be considered as a minimum, the instructor being at liberty to do as much more work as circumstances admit. The class is expected to be familiar with the ground covered in the required text-books, but the reading matter may be determined from the supplementary list, provided the amount is as much as is set forth in the outline. The amount of work accomplished in the third and fourth years will necessarily depend on the conditions in each school, but the character of the work should be as outlined.

FIRST SEMESTER (9B)

Grammar: About one-third of lessons in required text-book.

Oral Work: Common phrases connected with class-room work. Conversation based on vocabulary and grammatical principles so far acquired.

Written Work: Exercises in grammar and dictation similar to but slightly different from the text.

Reading: At least 25 pages of Spanish.

SECOND SEMESTER (9A)

Grammar: About two-thirds of lessons in required text-book.

Oral Work: Continued as above, with attention to both Castilian and Spanish-American pronunciation.

Written Work: Continued as above. Theory and practice of Spanish accentuation.

Reading: At least 25 pages of Spanish.

THIRD SEMESTER (10B)

Grammar: Text-book completed.

Oral Work: Continued as above. Interpretive reading. Conversation based on composition work.

Written Work: Continued as above. Simple letter writing. About one-half of text-book on composition.

Reading: At least 75 pages of Spanish.

FOURTH SEMESTER (10A)

Grammar: Review of important points. Practice in the use of index and table of contents of text-book to enable a pupil to look up a point quickly and accurately. Sight translation in class, with instructor's guidance and assistance, as an exercise in rapid and accurate thinking.

Oral work: Continued as above. Occasional summary of current events.

Written work: Continued as above. Answers to advertisements. Text-book on composition completed.

Reading: At least 75 pages of Spanish.

LITERARY COURSE

FIFTH AND SIXTH SEMESTERS (11B AND 11A)

Study of modern Spanish short article, essay, novel, drama, poem, with careful attention to idioms and constructions, comparing corresponding English syntax. Reports, summaries, and discussions on articles read. Current events. Much attention to correct and fluent conversation. At least 400 pages of Spanish to be read during the year. One-half of the text-book on composition should be covered during the year.

SEVENTH AND EIGHTH SEMESTERS (12B AND 12A)

Study of good specimens of Spanish literature as literature. Essays and oral discussions on the writer's art, main and subordinate incidents, chief and minor characters, development of plot, etc. Character and achievements of such historical characters as Balboa, Cortés, Pizarro, Bolívar, San Martín, Porfirio Díaz. At least 400 pages of Spanish to be read during the year. Text-book on composition completed.

COMMERCIAL COURSE

FIFTH AND SIXTH SEMESTERS (11B AND 11A)

Readings illustrating the daily life, customs, habits, and conditions of the Spanish-American peoples. Essays, summaries, and discussions (in Spanish) on matters read. Much attention to fluent conversation. At least 400 pages to be read during the year.

Commercial correspondence: Letters of inquiry and announcements, ordering goods, instructions to shippers and consignees. Exercises on and variations of model letters illustrating these points. First half of text-book on commercial correspondence to be covered during the year.

SEVENTH AND EIGHTH SEMESTERS (12B AND 12A)

Readings on the natural resources and physical conditions of Spanish America, commerce, markets, opportunities for business, transportation routes and facilities, agricultural and industrial products. Included therewith may be readings on such scientific subjects as electricity, chemistry, physics, railroads, automobiles, aviation, etc. Reports, essays, summaries, and discussions in Spanish on topics covered. Much attention to fluent conversation. At least 400 pages of Spanish to be read during the year.

Commercial correspondence: Broker's services, claims, collections, statements, invoices, bills of lading, promissory notes, drafts, letters of exchange, partnership, power of attorney. Exercises on and variations of model letters. Text-book on commercial correspondence to be completed during the year.

It will be noticed by the experienced teacher that the course is rigid in certain parts, but with sufficient elasticity to encourage individualism in methods of presentation on the part of the teacher. The advocate of the so-called "natural," "direct" or otherwise designated methods may ride his pet hobby, provided certain fundamental linguistic facts are duly mastered by the class. The strict grammarian may bear down on the grindstone as hard as he likes, provided the requirements of oral work are fulfilled.

In 9A, or second semester, it will be noted that both Castilian and Spanish-American pronunciations are to be studied. One advantage of this procedure is that the student may elect to talk "like a book" or like other human beings in Spanish America.

In 10A stress is laid on acquisition of facility to use a text-book to hunt up novel points. In sight translation all sloppy guess-work is severely frowned on, but the instructor is encouraged to use unseen translation work, in class and within the scope of the student's already acquired vocabulary, insisting on accurate and idiomatic translation, and assisting only where the combined wisdom of the class is unable to elucidate a passage.

At the beginning of the third year, or 11B, the course splits into two parts: the literary or college preparatory or general-culture course, and the commercial course.

The literary course is not especially noteworthy unless for the introduction of some modern Spanish-American history, a subject that deserves much attention at the present time and on which the average American is woefully ignorant. The attempt to awaken in the student an appreciation of literary values, to analyze the literary craftsmanship of a writer, may be novel and difficult for teachers not

familiar with that sort of work, but the effort is worth while and ought to be productive of keener understanding of literature.

The commercial course is frankly modernistic and practical. The first half is devoted to a study of the people of Spanish America, and the second half to a study of the country itself. Concurrent therewith runs a course in accepted methods of business which, it is believed, will give the diligent and ambitious youth a good start in Spanish-American business affairs.

Surveying the course as a whole, it will be noted that an attempt is made to raise the study of Spanish to the level of the study of Latin and Greek as usually pursued in colleges and preparatory schools. No attempt is made to teach the child to rattle off a lot of conventional phrases or to give a fictitious facility in commonplace conversation. Oral work is insisted on, but it must be pedagogically placed where in the curriculum it belongs and in strict sequence of principles of language already assimilated. In fact, the course strives to give that seriousness, concentration of mind, exercise in logical thinking, reason and inference commonly associated with the best teaching of the classical languages.

Without undertaking to discuss the relative cultural values of modern languages versus the ancient languages, it is safe to say that now there are, or in the immediate future there will be, a hundred students of Spanish to one of Latin and Greek in the United States. Most students take up Spanish with a definite, practical aim. The problem is to encourage and satisfy this commendable aim while at the same time supplying that mental discipline in logic, reason, and inference that goes with the best language teaching. In addition to high pedagogic attainments, natural inborn teaching ability and thorough mastery of the language—requirements indispensable for both modern and ancient language teaching—the Spanish teacher should be a man of the world, familiar with both the literary phenomena and the social, economic, and political manifestations of both his own country and of the country whose language he is teaching. He must be at once, so far as is possible, both a student and a man of affairs. Indeed, Spanish teachers have a great mission before them in this country, and their field of labor is preëminently in the ninth, tenth, eleventh, and twelfth grades of the American public school system.

E. L. C. MORSE

CHICAGO, ILL.